

Oklahoma Department of Career and Technology Education
Perkins Reserve Fund Innovation Funding
Supporting CTE Special Populations Grant Application 2022-2024

Each Perkins Reserve Fund Innovation Grant Application is unique. Please read this document entirely and follow the instructions below. Provide all information requested in the order requested, including required narrative, table information, and supporting material(s). This document contains the following information:

Overview of Supporting CTE Special Populations
Required Goal
Optional Goal(s)
Support of Academic, Technical and/or Career Achievement
Key Personnel
Budget Narrative
Eligible Applicants
Process
Application Evaluation and Award
Scoring Rubric

Section 1: Overview of Supporting CTE Special Populations

Many times special population students do not receive the extra support needed for success in the classroom as well as a successful transition to a technology center, postsecondary education/training, and/or employment. This grant can be used to help support Oklahoma career and technology education students who belong to a special population to explore career options and for transition support into postsecondary education/training levels as well as employment.

*Special Populations are defined in the Perkins V legislation as those students who fit any of the following categories; **Individuals with Disabilities, Individuals from Economically Disadvantaged Families, Individuals Preparing for Non-Traditional Fields, Single Parents, Including Single Pregnant Women, Out Of Workforce Individuals, English Learners, Homeless Individuals, Youth In or Aged Out of Foster Care System, and Youth with a Parent who is a member of the Armed Forces and on Active Duty.***

This grant can help schools implement transition programs and/or other support strategies to assist in the provision of transferable skill sets to students regarding the attainment of meaningful employment and becoming productive members of society. **Perkins LEAs meeting the \$15,000 requirement, technology centers, and postsecondary institutions meeting the \$50,000 requirement are eligible to complete the grant application.** Successful applicants will receive two-year innovation funding.

Implementation Goals

All entities must address at least two goals. The required goal and at least one optional goal must be addressed. The required goal is non-negotiable. The optional goal(s) can be of their own choosing.

Section 2: Required Goal

Develop new, innovative, improved, and/or enhanced strategies/materials for transition support for students from Special Population categories.

Areas to address for Required Goal: (1-2 paragraphs for each bullet with the exception of the timeline)

- a. Describe what your school is doing currently to address the required goal.
- b. Explain the new innovative and/or improved structure, support and delivery method for the transition support strategies that will be used for these students.
- c. Provide a timeline for the implementation of the above strategies.
- d. Identify and describe how you will measure the effectiveness of the transition support strategies.

Section 3: Optional Goal(s)

The entity must also address at least one optional goal:

- a. Provide recruitment and retention support/program/activities for Special Population students.
- b. Build relationships and/or partnerships with education, community and/or business entities to further the academic/vocational success of Special Population students.
- c. Establish a mentoring or other specialized program for Special Population students to enhance job skills, academic skills, social skills, behavioral skills, and/or life skills.

Areas to be Addressed for Optional Goal(s): (1-2 paragraphs for each bullet with the exception of the timeline and how you will measure the effectiveness)

- a. Describe what your school is doing currently to address the goal(s).
- b. Identify the new innovative strategies your school would take in addressing the chosen goal(s) or describe how your school would significantly strengthen and enhance the innovation of current strategies in place for chosen goal(s).
- c. Provide a timeline for the implementation of the above strategies.
- d. Identify and clarify how you will measure the effectiveness of these strategies.

A partial listing of some possible strategies to help develop and maintain transition support for students:

- Better marketing materials
- Instructor training on how to differentiate instruction for Special Population students
- Recruitment strategies geared towards Special Population students
 - Interactive activities: tours for high school Special Population students including specific teacher/guidance counselor/staff that relate to the special population students enhancing the meaningful support of these students
- Exposure to other Special population individuals as role models
- Mentoring opportunities
- Field trip opportunities
- Job shadowing opportunities
- Curriculum/training for students
 - Self advocacy, self-determination, and/or self-efficacy
- Recruitment plan, marketing plan, and/or transition plans for Special Population students
- Monthly workshops for support strategies for Special Population students
- Best practice “manual” for working with Special Population students

Section 4: Sustainability Plan

Explain how your organization plans to provide support for the activities/actions outlined in the goal(s) section of the application after the fiscal period of the grant.

Section 5: Evaluation Plan, Data Collection, and Benchmark Measures

Each applicant will be required to provide a continuous improvement plan that includes data that will be used to benchmark student achievement, monitor, and revise the implementation strategies. These benchmarks will be used by ODCTE to determine progress on project goals; if progress is shown award of second year funding will proceed.

| Evaluation Plan and Benchmark Measures |
|---|
| Project Goal: |
| Objective 1. |
| Data Collection and Measures |
| 1.a. |
| 1.b. |
| 1.c. |
| Objective 2. |
| Data Collection and Measures |
| 2.a. |
| 2.b. |
| 2.c. |
| Objective 3. |
| Data Collection and Measures |
| 3.a. |
| 3.b. |
| 3.c. |

D. *Figure. Evaluation Plan and Measures

**this chart is re-created in the CTIMS application*

Section 6: Support of Academic, Technical, and/or Career Achievement

- Explain how these strategies support the academic, technical, and/or career achievement of the students. Identify and document these achievement measurements used in monitoring the impact and effectiveness of above strategies and how the results will be used for continuous improvement.
- Describe how implementation of the program will target various Special Population students, or various types of students within a single Special Population category to explore careers options.

Section 7: Budget Narrative

- All applicants will submit a budget narrative itemizing expenses for the proposed project. The budget items should be listed to show estimated cost of each line item. Each line must be detailed and specific. General expenses should be broken down into specific line items.
- Narrative on how the specific items purchased will be used in the instruction of students must be included in this section.
- Expenses should be outlined by grant year.

Section 8: Key Personnel Chart

Provide a chart listing of your key personnel that will fulfill the grant responsibilities. List names, titles, organization and a short description of the individual's involvement/role.

Eligible Applicants

Eligible applicants who successfully complete the Carl Perkins application under the current Perkins V Act are invited to participate in the Reserve Fund Grants process by:

- Meeting the criteria designated in the Local Application for Carl Perkins Funding, including the Comprehensive Local Needs Assessment.
- Meeting the criteria in the Overview section for the desired Reserve Fund Grant,
- Successfully completing the Reserve Fund Grant Application, and
- Documenting the human, financial, and time commitment required to meet the intent of the focused grant.

Process

To ensure a comprehensive and expedient review, applicants must submit their application as follows:

- Applications must be submitted through the Career Tech Information Management System's grant module. The online system is located at the link below:
 - <https://ctims.okcareertech.org/CTBDSWeb/>
 - Tutorials on how to utilize the system are located at the following link: <https://oklahoma.gov/careertech/educators/legislation-assistance/perkins/ctims-resources/invoice-training-videos.html>
- **Applications are due May 6, 2022.**

Application Evaluation and Award

All Reserve Fund Grant Applications will be evaluated and awarded on a competitive basis. Applications will be reviewed and evaluated, **using a rubric**, by a team of state agency personnel. All reviewers' evaluations will be compiled for final scoring. If members of the evaluating team have questions or require verification regarding the application, they will notify the grant contact person to provide the requested supplemental information.

Each applicant awarded funds will participate in at least one status report during the project year and an end of year report/meeting. Second year funding will be contingent on showing progress towards completing grant benchmarks set in the application process.

Funds are made available on a reimbursement basis. Each applicant awarded funds will receive instructions for receiving such funds in the approval award letter.

Questions can be directed to:

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GRANT SCORING RUBRIC – Supporting CTE Special Populations Grant

Using the following rubric, reviewers will assign numerical scores and prepare comments. The review team will meet to determine consensus.

| Plan Criteria | Level 3 Meets All Criteria | Level 2 Meets Some Criteria | Level 1 Meets Few or No Criteria |
|----------------------|--|--|---|
| Required Goal | <p>The applicant completely addresses all areas of the required goal:</p> <ul style="list-style-type: none"> e. Describes what the school is doing currently; (10-8) f. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for Special Population students; (10-8) g. Provides a timeline for the implementation; and (5-4) h. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (10-8) | <p>The applicant partially addresses some or all areas of the required goal:</p> <ul style="list-style-type: none"> a. Describes what the school is doing currently; (7-4) b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for Special Population students; (7-4) c. Provides a timeline for the implementation; and (3-2) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (7-4) | <p>The applicant inadequately addresses some or all areas of the required goal:</p> <ul style="list-style-type: none"> a. Describes what the school is doing currently; (3-0) b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for Special Population students; (3-0) c. Provides a timeline for the implementation; and (1-0) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (3-0) |
| Total 35 | CATEGORY TOTAL | CATEGORY TOTAL | CATEGORY TOTAL |

| Optional Goal(s) | <p>The applicant completely addresses all areas of the required goal(s):</p> <ul style="list-style-type: none"> a. Describes what the school is doing currently; (10-8) b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will used for Special Population students; (10-8) c. Provides a timeline for the implementation; and (5-4) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (10-8) | <p>The applicant partially addresses some or all areas of the required goal(s):</p> <ul style="list-style-type: none"> a. Describes what the school is doing currently; (7-4) b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for Special Population students; (7-4) c. Provides a timeline for the implementation; and (3-2) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (7-4) | <p>The applicant inadequately addresses some or all areas of the required goal(s):</p> <ul style="list-style-type: none"> a. Describes what the school is doing currently; (3-0) b. Explains the new and/or improved structure, support and delivery method for the transition support strategies that will be used for Special Population students; (3-0) c. Provides a timeline for the implementation; and (1-0) d. Identifies and clarifies how the effectiveness of the transition support strategies will be measured. (3-0) |
|------------------|--|---|--|
| Total 35 | CATEGORY TOTAL | CATEGORY TOTAL | CATEGORY TOTAL |

| | | | |
|--|---|--|--|
| Support of Academic and Technical Achievement | <p>The application clearly:</p> <ul style="list-style-type: none"> a. Explains how the Special Populations grant project will support academic, technical, and/or career achievement for students with disabilities; (6-5) b. Identifies and documents the achievement measurements used in monitoring the impact and effectiveness of the strategies and how the results will be used for continuous improvement; and (7-6) c. Describes how implementation of the Special Populations grant project will target students from varying categories of Special Population students to explore career options. (7-6) | <p>The application somewhat:</p> <ul style="list-style-type: none"> a. Explains how the Special Populations grant project will support academic, technical, and/or career achievement for students with disabilities; (4-3) b. Identifies and documents the achievement measurements used in monitoring the impact and effectiveness of the strategies and how the results will be used for continuous improvement; and (5-3) c. Describes how implementation of the Special Populations grant project will target students from varying categories of Special Population students to explore career options. (5-3) | <p>The application fails to:</p> <ul style="list-style-type: none"> a. Explain how the Special Populations grant project will support academic, technical, and/or career achievement for students with disabilities; (2-0) b. Identify and document the achievement measurements used in monitoring the impact and effectiveness of the strategies and how the results will be used for continuous improvement; and (2-0) d. Describes how implementation of the Special Populations grant project will target students from varying categories of Special Population students to explore career options. (2-0) |
| 20 Points | CATEGORY TOTAL | CATEGORY TOTAL | CATEGORY TOTAL |

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|-----------------------|--|---|---|
| Sustainability | <p>The application clearly describes a detailed sustainability plan with: (15 – 11)</p> <ul style="list-style-type: none"> a. Specific actions outlined that show continued support of the grant project past the fiscal year of funding. b. Specific staff assigned and/or continuation of resource allocation for the project. c. Discussion of barriers to project continuation and mitigation of those barriers. | <p>The application somewhat describes a sustainability plan with: (10 – 6)</p> <ul style="list-style-type: none"> d. Specific actions outlined that show continued support of the grant project past the fiscal year of funding. e. Specific staff assigned and/or continuation of resource allocation for the project. f. Discussion of barriers to project continuation and mitigation of those barriers. | <p>The application fails to describes a detailed sustainability plan with: (5 – 0)</p> <ul style="list-style-type: none"> g. Specific actions outlined that show continued support of the grant project past the fiscal year of funding. h. Specific staff assigned and/or continuation of resource allocation for the project. i. Discussion of barriers to project continuation and mitigation of those barriers. |
| 15 Points | CATEGORY TOTAL | CATEGORY TOTAL | CATEGORY TOTAL |
| Key Personnel | <p>All key personnel are clearly identified in a chart listing: names, titles, organization and a short description of the individuals' involvement/role. (5-4)</p> | <p>Most of the key personnel are identified in a chart listing: names, titles, organization and a short description of some individuals' involvement/role. (3-2)</p> | <p>Key personnel chart is incomplete and involvement/roles are not included. (1-0)</p> |
| 5 Points | CATEGORY TOTAL | CATEGORY TOTAL | CATEGORY TOTAL |

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|--|---|---|---|
| Budget Narrative | The budget narrative itemizes expenses in detail and provides calculations. The budget is reasonable and cost effective. Budget and budget narrative are aligned. (15-11) | The budget narrative provides a general explanation of expenses and provides calculations. The budget is reasonable and cost effective. Budget and budget narrative are aligned. (10-6) | The budget narrative does not provide an explanation of expenses. Budget and budget narrative are not aligned. (5-0) |
| 15 Points | CATEGORY TOTAL | CATEGORY TOTAL | CATEGORY TOTAL |
| Innovative Idea(s)/ Strategies 25 pts | Application presents new innovative strategies or goals. Incorporates new infrastructure and resources towards achievement of desired outcomes. Supports a culture of continuous improvement and experimentation aligned to organizational strategies and operations. 25-17 | Application presents new innovative strategies or goals mixed with standard practices. Does incorporate new infrastructure and resources towards achievement of desired outcomes. 16-8 | Application presents some new innovative strategies or goals mixed with standard practices. May incorporate new infrastructure and resources towards achievement of desired outcomes. 7-0 |
| Repeat Applicant -15pts | Applicant submitted same grant submission requesting similar or the same project funding from preceding grant award years and was selected for funding in that/those preceding grant year(s). -15 to -12 pts | Applicant submitted similar grant submission requesting some similar project funding and some different project funding than preceding grant award years. Applicant was selected for funding in that/those preceding grant years. -11 to -6 pts | Applicant submitted grant submission in preceding grant award year. Projects are different and/or complementary but not the same. -6 to 0 pts |
| GRANT Total (150pts) | | | |